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ABSTRACT

Data on students participating in transitional bilingual education programs (TBEs) in Massachusetts, in the 50 local education authorities (LEAs) with such programs, are reported and analyzed. Information presented, in graphic and narrative form, includes the following: an overview of the status of TBE programs in the state, including patterns of participation among eligible limited-English-speakers by language and enrollment trends since 1987; characteristics of secondary school TBE students who withdrew from their programs; characteristics of former TBE students who dropped out of school; post-graduation plans for public college attendance, private college attendance, military, work, and other pursuits, by language; years of participation, by language group; and program staff characteristics, functions, ratios, and certification status. Recommendations for further analysis of the data and for uses of that information are made. A list of the LEAs having TBEs is appended. (MSE)

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The Status of Transitional Bilingual Education Programs

ANNUAL REPORT FY90

MASSACHUSETTS

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Edited by
Margaret Davis

Developed by
Bureau of Equity and Language Services (BELS)
Gilman Hébert, *Director*

Staff

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Gretel Clark	Ray Nogueira
Margaret Davis	Maryann O'Brien
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School Districts That Provided TBE Programs . . . . . *Inside Back Cover*

Foreword

The following report is one which has been developed during the past years. In the past, the data reported was summative in nature; thereby, little attention was given to the interpretation of the data. This year's annual report attempts not only to collate but also to analyze the information. Again, during this past year, we have found: the number of limited English proficient students has increased from previous years, that the language groups immigrating to Massachusetts continue to be maintained with the addition of significant numbers of Russians and Poles, that impressive numbers of students enrolled in Transitional Bilingual Education (TBE) go on to higher education, that the large majority of language minority students transition to the mainstream classroom after two years of participating in bilingual education classrooms, and that less teachers in bilingual education are on waivers.

On the other hand, in the development of this report, we have found that there exist serious flaws in both the lack of data and in inconsistency in the reporting of data by the school districts; for example, little data is available on former TBE students, reasons for withdrawing from TBE classes, etc. As further discussed on pages 35 and 36, the Bureau will have to strategize to collect different data so as to adequately respond to old and new program questions.

The Bureau appreciates the efforts of school district personnel and of DOE staff in collecting and in analyzing the data included in this document.

Gilman Hébert, *Director*
Bureau of Equity and Language Services
August 1991

I. Transitional Bilingual Education Programs in Massachusetts

The Legal Mandate

Massachusetts General Laws, Chapter 71A states the following:
If a school district has twenty (20) or more students who meet both of the following criteria,

- The students are not able to perform ordinary classwork in English, and
- All 20 students are from the same language classification,

then the school district is required to provide a Transitional Bilingual Education (TBE) program for these students.

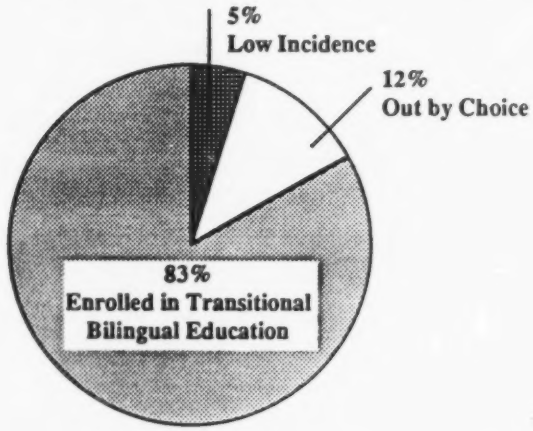
In the text of this document, students not able to perform ordinary classwork in English are referred to as limited English proficient (LEP).

The Status of Transitional Bilingual Education

During FY 90, there were 50 Local Education Agencies (LEAs) in Massachusetts conducting TBE programs under the mandate of Chapter 71A. This report is based on data received by the Bureau of Equity and Language Services from all 50 of these LEAs and from the Bureau of Data Collection, Massachusetts Department of Education. A listing of the LEAs which offer Transitional Bilingual Education programs appears inside of the back cover of this booklet.

In these 50 LEAs[1], there were 80,278 students whose first language was a language other than English with 44,010 (55%) of these students reported as limited English proficient (LEP) during the school year 1989-1990. Of these 44,010 students, 36,427 (83%) were enrolled in TBE programs; 5,166 (12%) were not enrolled in TBE by choice, parental or otherwise; while 2,417 (5%) were not enrolled because of low incidence; i.e., less than 20 students of a language group are enrolled in the district. (See Figure 1.1)

Figure 1-1
Limited English Proficient Students
(Enrolled in 50 LEAs Offering Transitional Bilingual Education Programs)



88% of Eligible Students Choose Transitional Bilingual Education Programs When Offered the Opportunity.

18 different language groups were served by TBE in 118 different programs during FY90. Table 1.1 is an overview of TBE programs in Massachusetts. The most frequently required programs are Spanish (39 programs), Portuguese (17 programs), and Khmer (14 programs). It is noted that the vast majority (88%) of eligible students choose to participate in TBE when such a program is available to them. In addition to LEP students, 875 native English-speaking students participated in programs, mostly in two-way bilingual education.

[1] These figures received from the 50 LEAs offering TBE programs differ from the October 1, 1989 figures reported to the Bureau of Data Collection. This difference is discussed in more detail later in this section.

Table 1.1
Transitional Bilingual Education Programs
In Massachusetts

	Number of Programs	Number of Students in Transitional Bilingual Education	Not in Transitional Bilingual Education by Choice	% Participation in Transitional Bilingual Education
Arabic	1	20	0	100%
Armenian	1	40	3	93%
Cape Verdean	4	1,720	353	83%
Chinese	8	1,501	465	76%
Greek	3	255	34	88%
Haitian	6	1,927	313	86%
Hebrew	2	106	32	77%
Hindi	1	32	0	100%
Italian	1	67	48	58%
Japanese	2	99	35	74%
Khmer	14	3,163	217	94%
Korean	1	22	4	85%
Laotian	3	399	63	86%
Polish	1	24	0	100%
Portuguese	17	2,667	112	96%
Russian	5	487	74	87%
Spanish	39	22,540	2,666	89%
Vietnamese	9	1,358	468	74%
TOTAL	**118**	**36,427**	**4,887**	**88%**

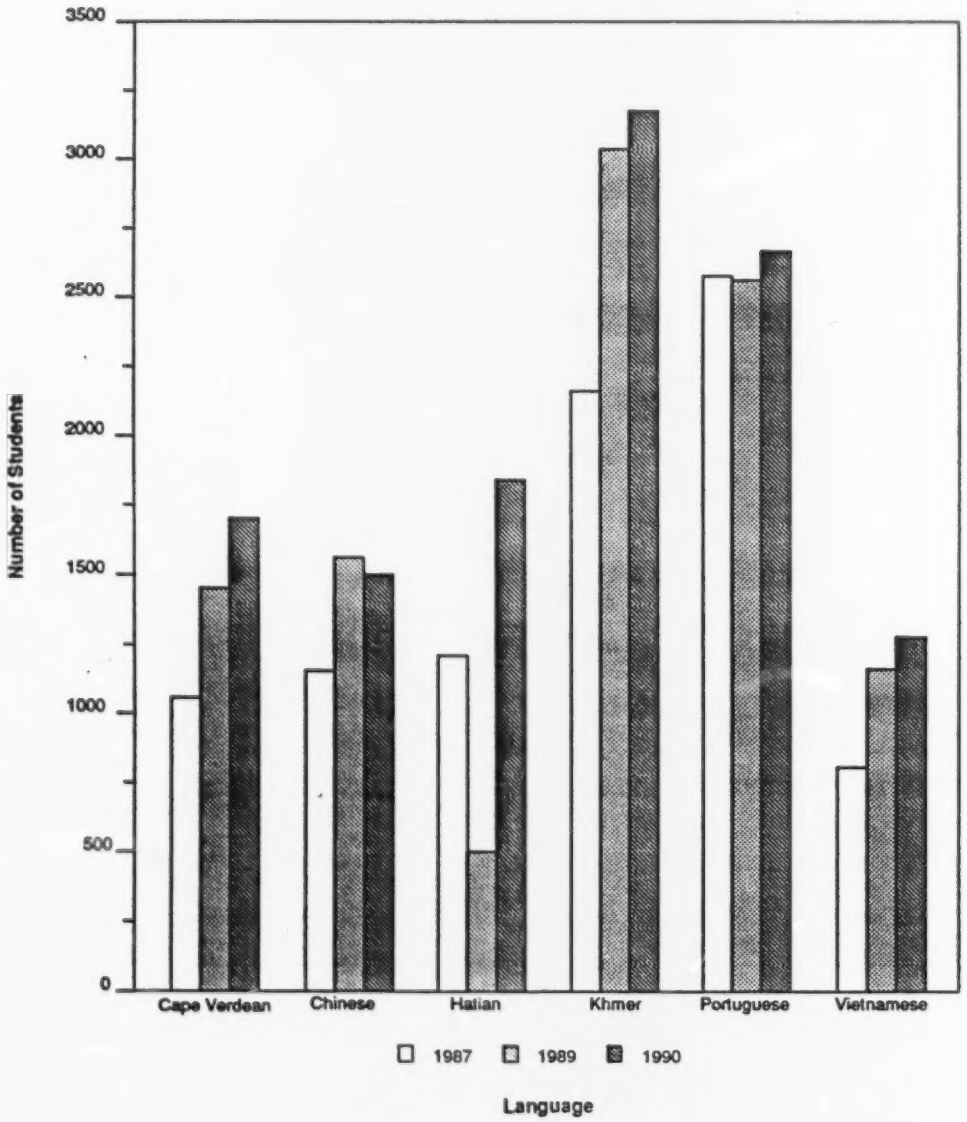
Spanish is the largest Transitional Bilingual Education progam. 22,540 Spanish speaking students participated in TBE programs during FY90. Spanish is the largest language group by far, 62% of the total TBE population. Table 1.2 shows the growth in the numbers of Spanish speaking TBE students:

Table 1.2
Enrollment Increase in Spanish Transitional Bilingual Education Programs

Number of Spanish-speaking students in Transitional Bilingual Education	FY 87	FY 89	FY 90
	15,150	19,961	22,540

Figure 1.2 depicts enrollment trends (FY87, FY89, FY90) for six language groups with a TBE population over 1,000. Spanish is not shown for reasons of scale.

Figure 1.2
Transitional Bilingual Education Enrollment Trends
(Programs Serving 1,000 to 4,000 Students)



Transitional Bilingual Education Enrollment is Increasing
Between FY87 and FY90 overall enrollment in TBE programs increased by 4,643 LEP students. The October 1 census (see description page 10) reported an increase of 9,033 LEP students between October 1, 1987 and October 1, 1990.

Students' progress in acquiring English skills is constantly evaluated by TBE program staff. Children enter and leave the programs throughout the year. Districts reported that 4,234 (12%) of TBE students were mainstreamed during FY90. A measure of the numbers of LEP students who continue to arrive in Massachusetts is indicated by noting that, although 3,788 TBE students were mainstreamed during the school year, 1988-89, TBE enrollment increased by 1,272 students between 1988-89 and 1989-90.

Table 1.3 describes by language group the status of FY90 LEP students enrolled in the 50 districts offering TBE programs. The column labelled "Not Enrolled by Parent Choice, etc." includes those who have chosen not to participate in second language programs which are not TBE.

Table 1.3
Student Enrollment
(50 LEAs Which Offer TBE Programs)

	Language	All Students L1 Other Than English	LEP In TBE During 1989-1990	LEP Students by Choice, Parental or Otherwise Not Enrolled in TBE	Low Incidence LEP Not Enrolled in TBE	Fully Mainstreamed During 1989-1990
110	Afrikaans	16	0	0	1	0
130	Amharic	6	0	0	4	0
135	Arabic	289	20	9	105	17
140	Armenian	104	40	4	12	6
150	Bahasa Indonesian	2	0	0	2	0
155	Bambara	1	0	0	1	0
170	Bengali	30	0	1	10	0
190	Burmese	12	0	0	7	0
200	Canton Dialict	5	0	0	1	0
001	Cape Verdean	2907	1720	353	41	187
220	Chichewa	1	0	0	1	0
002	Chinese	4354	1501	467	275	153
225	Creole (Haitian)	2018	1927	316	80	162
235	Czech	35	0	0	14	0
245	Dari Persian	3	0	0	3	0
260	Dutch	2	0	0	1	0
275	Farsi	105	0	0	39	2
290	Finnish	2	0	0	1	0
295	Flemish	1	0	0	0	0
003	French	1386	0	240	46	73
325	Galla	1	0	0	0	0
330	German	50	0	0	18	3
004	Greek	1070	255	34	92	36
345	Guarani	2	0	0	0	0
365	Hebrew	373	106	32	13	36
370	Hindi	289	32	3	110	19
375	Hmong	88	0	2	58	6
380	Hungarian	22	0	0	7	1
385	Ibo	1	0	0	0	0
395	Indian	61	0	0	5	0
400	Indo-European	3	0	0	3	0
405	Irish Gaelic	5	0	0	0	0
005	Italian	774	67	48	43	3
410	Jamaican Creole	35	0	0	9	0
415	Japanese	263	99	36	60	27
420	Javanese	1	0	0	0	0
430	Khmer (Cambodian)	5501	3163	217	110	374
445	Korean	320	22	6	146	26

Table 1.3 (con't)
Student Enrollment
(50 LEAs Which Offer TBE Programs)

Language	All Students L1 Other Than English	LEP in TBE During 1989-1990	LEP Students by Choice, Parental or Otherwise Not Enrolled in TBE	Low Incidence LEP Not Enrolled in TBE	Fully Mainstreamed During 1989-1990
470 Lao	809	399	67	48	39
470 Laotian	154	0	0	70	16
483 Latvian	4	0	0	0	0
487 Lithuanian	4	0	0	0	0
490 Luganda	4	0	0	0	0
510 Malay	21	0	0	8	0
520 Mandarin Chinese	6	0	0	4	0
580 Nepali	3	0	0	1	0
590 Niger-Congo	3	0	0	0	0
295 Norwegian	3	0	0	1	0
888 Other	375	0	0	34	1
605 Patois	1	0	0	0	0
610 Persian	18	0	0	4	0
615 Pidgin English	2	0	0	2	0
620 Pilipino	68	0	0	14	0
630 Polish	242	24	1	89	11
006 Portuguese	11963	2667	115	198	570
635 Pushtu	7	0	0	4	0
655 Romanian	22	0	0	10	1
665 Russian	982	487	75	140	67
685 Serbo-Croatian	5	0	0	0	0
710 Sinhala	2	0	0	1	0
715 Siswati	2	0	0	0	0
725 Slovak	9	0	0	2	0
735 Somali	3	0	0	11	0
007 Spanish	42392	22540	2666	106	2224
750 Swahili	2	0	0	0	0
755 Swedish	16	0	0	6	0
760 Taiwan	9	0	0	0	0
765 Tamil	3	0	0	1	0
770 Thai	43	0	2	14	1
775 Tibetan	1	0	0	1	0
780 Tigre	1	0	0	1	0
790 Turkish	25	0	2	7	1
800 Ukranian	1	0	0	0	0
810 Urdu	44	0	2	17	0
825 Vietnamese	3335	1358	468	302	170
845 Yiddish	2	0	0	0	0
850 Yoruba	4	0	0	3	2
TOTAL	80728	36427	5166	2417	4234

Percent of instruction in home language varies greatly in the figures reported by the 50 LEAs. As one would expect, there is a trend toward less native language instruction through successive years of TBE. These figures further indicate that the percent of native language instruction is primarily a function of the LEA. In one LEA, 80% of instruction is in Spanish for first year Hispanic students. In another, only 5% of first year instruction is in Spanish for the same category of students. Within a given LEA, the percent of instruction in home language tends to be fairly consistent across the different language groups served.

October 1 census undercounts limited English proficient (LEP) students.

The Massachusetts Department of Education, Bureau of Data Collection, reports on the number of LEP students attending all LEAs in the Commonwealth. These numbers are a report of enrollment figures as of one specific day, October 1, 1989. In the summary report, seven language groups are broken out, with the remainder of LEP students reported as "All Others".

A comparison has been made between the number of LEP students reported on October 1, 1989 and the number of LEP students reported over the full school year, 1989-90, by the 50 LEAs providing information for this document. To serve as an example, two languages were considered: Cape Verdean and Spanish. In both cases, the October 1 data was a significant undercount of the number of LEP students served by the 50 districts during the 1989-90 school year. (See Table 1.4)

Table 1.4
Limited English Proficient Count in 50 LEAs

	October 1, 1989	Cumulative 1989-1990	% Increase
Cape Verdean	1,690	2,060	21.9%
Spanish	21,326	25,206	18.2%

This discrepancy can be explained as the result of a number of different situations. Significant factors which result in an increasing number of LEP students as the year progresses include:

1. The number of LEP students in Massachusetts increases by about 3,000 students per year. Some of these students arrive after October 1.

2. Some LEP students in the district may not yet have been identified at the time of the October 1 census.

It is further noted that the October 1, 1989 statewide count of LEP students was reported as only 39,747, while the number of LEP students served over the year in just the 50 districts stands at 44,010. Note that the 50 district count does not include LEP students being served in "low incidence" districts; i.e., in those districts in which less than 20 students from the same language classification are enrolled in the district. Hence, the statewide full year LEP count is necessarily greater than 44,010. At this time, we have no established way of getting a count of LEP students in "low incidence" districts. Nevertheless, it is clear from the October 1 report that most districts in the Commonwealth have some LEP students enrolled. Many of these districts report an LEP enrollment greater than 20 since several language groups, each with less than 20 students, are represented in the district.

Reliance on these October 1 figures in planning for services for LEP students can have a serious negative impact on TBE programs. The following situations can, and do, occur.

1. The number of TBE teachers hired is insufficient for the actual number of TBE students who enroll in the course of the year.

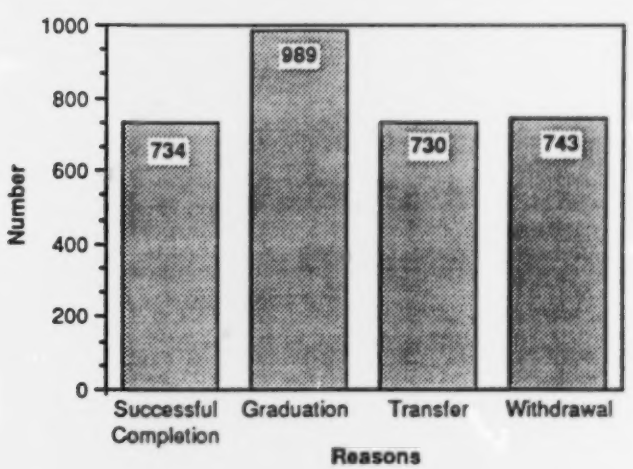
2. Materials, especially native language materials, are not provisioned in sufficient quantity. If these materials are ordered after the demand arises, lengthy delays in delivery can seriously impede the students' academic development.

3. Suitable and adequate space is not alloted for serving the actual number of TBE students who enroll.

II. Former Transitional Bilingual Education Students

TBE students, grades 9-12, who left the program have been divided into four categories: successful completion of TBE program, 734 (23%); graduation from high school, 989 (31%); transfer to another district, 730 (23%); and withdrawal from the program, 743 (23%). (See Figure 2.1.)

Figure 2.1
Transitional Bilingual Education Students Who Left the Program - Grades 9-12



Of the 743 students withdrawing from the program, 366 (49%) gave family or economic problems as the cause. 86 students (11%) gave pregnancy, academic or behavior as the reason. 295 students (40% of those withdrawn) were reported as "reason unknown/other". (See Figure 2.2).

Figure 2.2
Reasons for Withdrawal from Transitional Bilingual Education - Grades 9-12

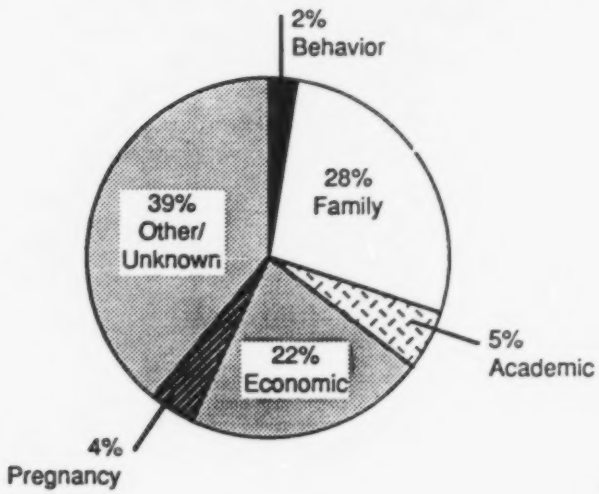


Table 2.1 is a breakdown by language of grade 9-12 students who left the Transitional Bilingual Education programs.

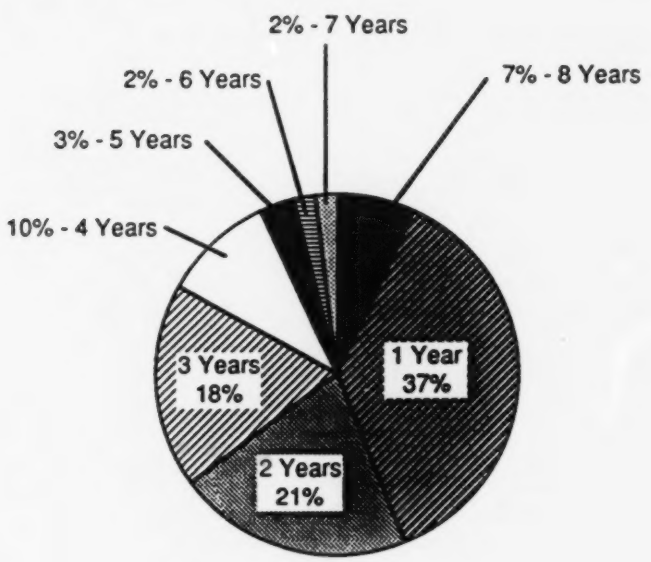
Table 2.1
9-12 Transitional Bilingual Education Students
Who Left The Program - 1989-90 School Year

Language	Completed	Graduated	Transfer	Withdrawn	Total
Arabic	2	4	1	1	8
Armenian	3	1	2	1	7
Cape Verdean	25	84	12	59	180
Chinese	31	57	4	25	117
Greek	4			5	9
Haitian	43	98	38	34	213
Hebrew	3	1	2	1	7
Hindi	3	13	2	1	19
Italian			1		1
Japanese	9	3	6	4	22
Khmer	95	114	111	71	391
Korean		4	4	2	10
Laotian	9	16	28	8	61
Polish	5	9	3	2	19
Portuguese	226	70	67	46	409
Russian	17	5	14	8	44
Spanish	220	448	381	429	1478
Vietnamese	39	62	54	46	201
TOTAL	**734**	**989**	**730**	**743**	**3196**

III. Transitional Bilingual Education Students Who Dropped Out Of School

During FY90, 849 TBE students dropped out of school. The reported data suggests that the longer students participated in the program, the less likely they were to drop out. While 313 (37%) of those who dropped out were in their first year of participation, a significant decrease is noted for each succeeding year through seven years of participation (See Figure 3.1.). Although only three LEAs reported eighth year drop outs, the number of drop outs for this year increases. A slight incease during the eighth year of participation was also noted in FY 89.

Figure 3.1
Percent of Droputs by Years of Participation



Seven TBE language groups experience no drop outs. Table 3.1 presents drop out figures by language and by years of participation. The columns on the far right list the total number of students in TBE and drop out figures as a percent of the total number of TBE students in a language group.[2] Seven of the eighteen languages served by TBE experienced no drop outs during FY90. The total in TBE (36,427) includes participants in these seven language groups.

The percent of TBE students dropping out has remained constant over the past two years, 2.4% in FY89 and 2.3% in FY90.

Table 3.1
Transitional Bilingual Education Students
Who Dropped Out

	Years of Participation								Total drop outs	Total in TBE	% of TBE enrollment
Language	1	2	3	4	5	6	7	8			
Arabic									0	20	0.0%
Armenian									0	40	0.0%
Cape Verdean	2	7	9	7	3			1	29	1720	1.7%
Chinese	2	3	2	1	2	1	1	1	13	1501	0.9%
Greek				1	1		1	1	4	255	1.6%
Haitian	7	11	9	2	1		1	1	32	1927	1.7%
Hebrew									0	106	0.0%
Hindi									0	32	0.0%
Italian									0	67	0.0%
Japanese									0	99	0.0%
Khmer	26	10	15	7	3	1		9	71	3163	2.2%
Korean									0	22	0.0%
Laotian	8	3						1	12	399	3.0%
Polish		1		1					2	24	8.3%
Portuguese	30	18	33	21	5		1		108	2667	4.0%
Russian	13								13	487	2.7%
Spanish	210	115	79	42	10	18	11	45	530	22540	2.4%
Vietnamese	15	7	6	1	2	1	1	2	35	1358	2.6%
TOTAL	313	175	153	83	27	21	16	61	849	36427	2.3%

[2] Drop out figures as a percent of total population are not the same as drop out rates reported in other Massachusetts Department of Education reports. The drop out rates in other reports are a percent of students in grades 9-12, while the figures reported here are a percent of students in grades K-12. At this time, LEAs do not report number to TBE students by grade; hence, it is not possible to determine the drop out rate on the basis of grades 9-12.

IV. Post-Graduation Plans

The number of high school seniors in TBE programs was reported as 1,023. Since 989 TBE students graduated (see page 13), the graduation rate for TBE seniors is 97%.

48% of Transitional Bilingual Education graduating seniors enter post secondary education programs.

Table 4.1 describes the post graduation plans of TBE and former TBE students, a total of 1,759 students. Reported figures show that 842 (48%) of these students planned to attend a four-year college, a junior college, or other post secondary educational program. Information is unavailable for 29% of the students.

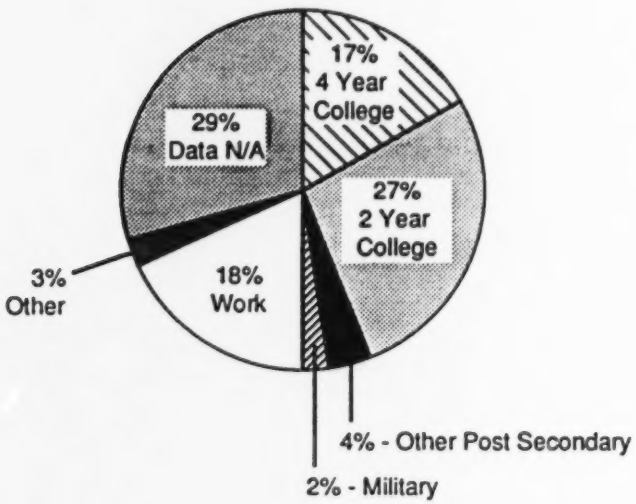
Table 4.1
Post-Graduation Plans by Language Groups

Language	Seniors in TBE Programs	Plans								
		Public College		Private College		Other	Military	Work	Other	Data
		2 YR	4 YR	2 YR	4 YR	P.S.				N/A
Arabic	4	2	1	1	0	0	0	0	0	0
Armenian	1	0	0	0	0	0	0	0	0	1
Cape Verdean	87	22	14	9	10	3	1	43	2	54
Chinese	58	17	21	13	26	0	0	1	0	41
Greek	7	0	0	0	0	0	0	0	0	0
Haitian	104	22	14	10	11	7	2	17	0	71
Hebrew	1	0	1	0	0	0	0	0	0	0
Hindi	13	4	5	0	1	0	0	0	0	4
Italian	0	0	0	0	0	0	0	0	0	0
Japanese	2	0	2	0	1	0	0	0	0	0
Khmer	115	59	12	3	4	9	1	36	12	54
Korean	4	1	2	0	0	0	0	1	0	0
Laotian	14	5	2	0	0	1	1	6	1	1
Polish	9	2	0	0	0	0	0	0	2	5
Portuguese	69	57	36	4	14	5	8	69	0	53
Russian	9	1	4	0	1	0	0	2	1	2
Spanish	468	198	57	14	33	37	24	135	21	192
Vietnamese	58	31	18	4	5	6	1	7	6	39
TOTAL	**1023**	**421**	**189**	**58**	**106**	**68**	**38**	**317**	**45**	**517**

Note: The number of students reported under "Plans" includes seniors who had successfully exited TBE programs.

Figure 4.1 graphically displays the students' post graduation plans as a percent of total reported.

Figure 4.1
Post Graduation Plans



V. Years of Participation

Information was reported on the numbers of students participating in TBE by years of participation and by the reasons for staying beyond the third year. While 36,427 students were reported as participating in TBE during 1989-90, only 32,215 are classified in this break out of information.[3]

Table 5.1 depicts TBE students' years of participation by language group.

[3] The discrepancy is the result of inconsistent figures reported by a number of LEAs.

Table 5.1
Years in Transitional Bilingual Education Programs by Language

Language	1 Year	2 Year	3 Year	4 Year					5 Year				
				A	B	C	D	E	A	B	C	D	E
Arabic	16	5	4		1								
Armenian	18	14	2			1							
Cape Verdean	256	581	390	32	100	20	1		19	55	10	1	
Chinese	217	412	311	8	77	3	1		6	87	6		
Greek	18	35	41	2	7	4		10	4	12	2		8
Haitian	374	703	450	25	113	20	8		15	32			
Hebrew	83	22	2										
Hindi	12	26	19		2	1							
Italian	5	10	10		1		1		2	5	2		
Japanese	67	27	5										
Khmer	858	728	555	11	139	23	4	13	8	45	54	3	5
Korean	17	9	1										
Laotian	122	110	64		10	2		12		9			
Polish	22	29	1	1									
Portuguese	977	652	536	32	62	34	14	12	10	8	8	9	5
Russian	342	92											
Spanish	6214	6235	3491	272	933	159	23	20	226	510	87	22	8
Vietnamese	346	439	227	9	33		2	1			6		
SUBTOTAL				392	1481	288	54	68	299	792	175	35	26
TOTAL BY YEARS	9964	10129	6109			2262					1289		
GRAND TOTAL	32,215												

Table 5.1 (con't)
Years in Transitional Bilingual Education Programs
by Language

6 Year					7 Year					8 Year					
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	Language
															Arabic
															Armenian
18	29				5	14				13	17				Cape Verdean
11	67	14			6	41	12			6	14	3			Chinese
4	9	6		6	3	12	7		2	6	21	9			Greek
12	13	2			3	5				4	2				Haitian
															Hebrew
														1	Hindi
4	7	1			5	8	1			7	6	2			Italian
															Japanese
6	38	15	11	2		18	13	1		1	15	6	2		Khmer
															Korean
	4	1				2	2				2				Laotian
															Polish
6	5	3	7	6	4	6	1	1	4	1	1				Portuguese
															Russian
201	397	68	14	2	187	283	43	4	4	259	297	39	3		Spanish
8	19	2			1	4	2			1					Vietnamese
270	588	112	32	17	214	393	81	6	10	298	375	59	5	1	SUBTOTAL
		1019					704					739			TOTAL BY YEARS
															GRAND TOTAL

Key to Reasons For Staying Beyond The Third Year

A. Enrolled in Special Education program;

B. Lack necessary English language skills to make a transition to a full-time English classroom;

C. Have academic deficiencies that prevent them from functioning in an English-only classroom on a full-time basis;

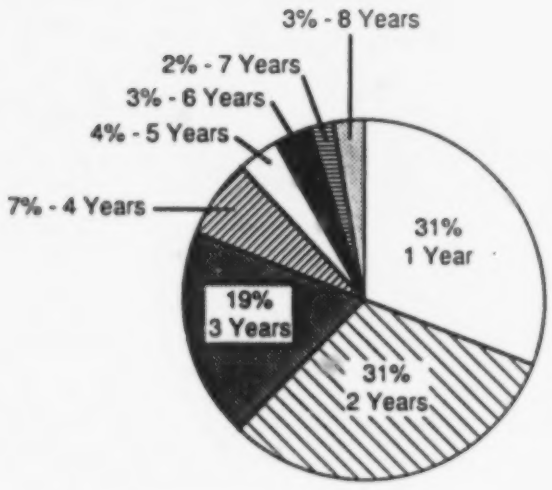
D. Receiving compensatory education program (e.g. Chapter 1, Migrant Education) or have history of attendance problems;

E. Other

Most Transitional Bilingual Education students are in the first or second year of participation.
Only 19% of TBE students remain in the program beyond three years. Futhermore, a significant decrease, from about 10,000 students to about 6,000 students occurs at year three, so that only 38% of students continue to participate beyond the second year of TBE. Figure 5.1 sorts the percent of TBE students by years of participation.

The most common reason given for participation beyond the third year is "Lack of necessary English language skills to make a successful transition to a full-time English classroom." For 60% of the students remaining in TBE beyond three years, this is the reason reported.

Figure 5-1
Transitional Bilingual Education Students By Years of Participation



VI. Transitional Bilingual Education Staff

Numbers of Transitional Bilingual Education Staff
During FY90, 2,991.6 full time equivalent (FTE) staff members worked with TBE students. Table 6.1 describes these staff members by function and by language group served. Total staff increased by 8% over FY89, while the number of TBE students served increased by 12% over the same period.

Figure 6.1 shows the percent of TBE staff by function. Table 6.1 describes staffing by language group.

Figure 6.1
Transitional Bilingual Education Staff By Function

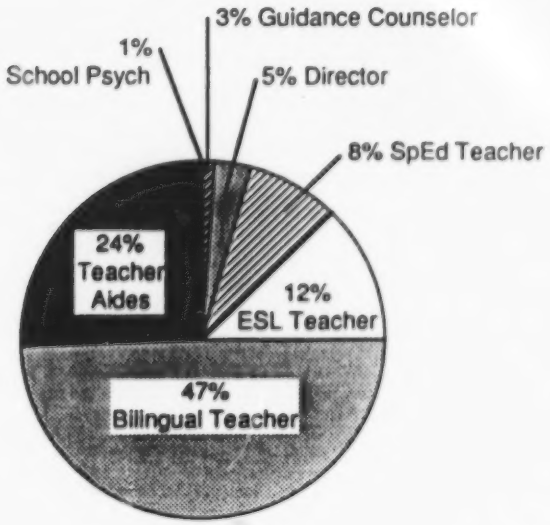


Table 6.1
Transitional Bilingual Education Staff By Language Group

Language	Director	School Psych	Guidance Counselor	SPED Teacher	ESL Teacher	Bilingual Teacher	Teacher Aides	Total Staff
Arabic					0.5	1.0	1.0	2.5
Armenian	0.2				1.0	1.0	0.5	2.7
Cape Verdean	2.0		3.0	5.0	2.7	58.6	24.5	95.8
Chinese	3.8	0.2	4.0	3.0	23.7	56.7	21.9	113.3
Greek				1.0	3.0	15.0	3.0	22.0
Haitian	3.6	1.0	4.7	6.0	17.3	63.0	33.0	128.6
Hebrew	0.2		0.1		1.2	2.5	1.6	5.6
Hindi						4.0		4.0
Italian					3.0	5.0	3.0	11.0
Japanese	0.2		0.1		2.6	1.4	1.0	5.3
Khmer	27.6		2.0	3.0	56.6	82.3	51.0	222.5
Korean						1.0		1.0
Laotian	1.0				3.5	12.0	4.5	21.0
Polish						1.0	1.0	2.0
Portuguese	70.4	3.5	13.5	17.1	26.7	136.7	80.0	347.8
Russian	0.4		0.1		7.8	14.5	7.6	30.4
Spanish	38.0	19.8	54.3	199.1	211.3	892.8	463.0	1878.2
Vietnamese	1.3		1.0	4.0	14.0	47.9	29.5	97.7
TOTAL	**148.7**	**24.5**	**82.8**	**238.2**	**374.9**	**1396.4**	**726.1**	**2991.6**

Student/Teacher Ratio

AMENDMENT TO THE TRANISTIONAL BILINGUAL EDUCATION REGULATIONS
603 CMR 14.00
Promulgated by the Board of Education March 24, 1981
and Effective July 1, 1981

14.15 (5), formerly #24
Except for multi-grade level classes (classes in which more than one grade level is/are included), the maximum student-teacher ratio shall be 18:1, except that the student-teacher ratio may be 25:1, where a native speaking teacher's aide is assigned to a Transitional Bilingual Education class or a non-native-speaking teacher's aide is assigned to a Transitional Bilingual Education class taught by a native speaker of the primary language of the children enrolled in the Transitional Bilingual Education program. In multi-grade level classes, as defined supra, the ratio shall be 15:1 without said aide and 20:1 with said aide, respectively.

Table 6.2, TBE student and TBE teacher counts for FY89 and FY90 are compared. Among the points that can be noted in table 6.2 are:

1. The large increase in the Haitian population is the result of an unusually low participation rate in FY89 which was the temporary effect of a problem in a large school district.

2. Effective recruitment of Spanish bilingual teachers has brought the statewide student/teacher ratio[4] to 25:1, although some districts are still understaffed; 23 districts reported student/teacher ratios greater than 25:1, with four districts reporting ratios greater than 50:1.

[4] The student/teacher ratio is the total number of students divided by the total number of teachers. Since, in some cases, students may spend only a portion of the day with the TBE teacher, the student teacher ratio does not necessarily indicate class size.

3. For some language groups, Cape Verdean, Haitian, Khmer and Russian, additional TBE teachers have been recruited, but not in sufficient numbers to correct the shortage of TBE teachers.

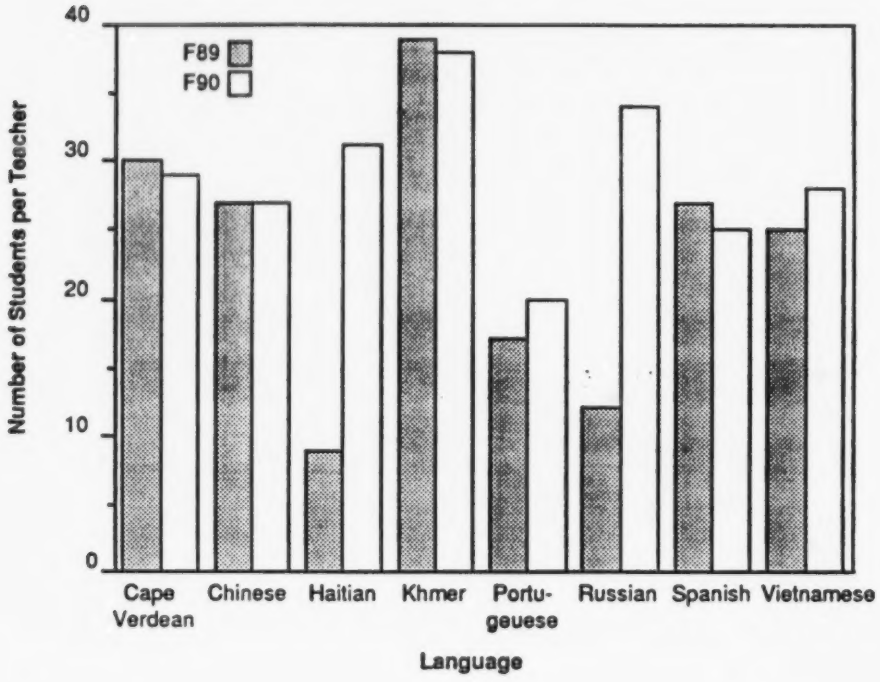
4. Four language groups, Chinese, Hebrew, Laotian and Vietnamese actually experienced a loss of TBE teachers, although these programs are understaffed.

Table 6-2
Student/Teacher Ratio - FY89 and FY90

		FY90			FY89			Increase/Decrease FY89 to FY90	
Language	Number of Programs	Number of Students	Number of Teachers	Ratio	Number of Students	Number of Teachers	Ratio	Number of Students	Number of Teachers
Arabic	1	20	0.5	40:1	8			12	0.5
Armenian	1	40	1.0	40:1	26	1.0	26:1	14	0
Cape Verdean	4	1,720	58.6	29:1	1478	49.6	30:1	242	9.0
Chinese	8	1,501	56.7	27:1	1590	60.0	27:1	-89	-3.3
Greek	3	255	15.0	17:1	313	16.0	20:1	-58	-1.0
Haitian	6	1,927	63.0	31:1	506	59.0	9:1	1421	4.0
Hebrew	2	106	2.5	42:1	128	3.0	43:1	-22	-0.5
Hindi	1	32	3.0	11:1	86	1.0	86:1	-54	2.0
Italian	1	67	5.0	13:1	105	4.0	26:1	-38	1.0
Japanese	2	99	1.4	71:1	109	1.0	109:1	-10	0.4
Khmer	14	3,163	82.3	38:1	3052	78.0	39:1	111	4.3
Korean	1	22	1.0	22:1	30	1.0	30:1	-8	0
Laotian	3	399	12.0	33:1	461	13.0	35:1	-62	-1.0
Polish	1	24	1.0	24:1	36			-12	1.0
Portuguese	17	2,667	134.7	20:1	2594	151.6	17:1	73	-16.9
Russian	5	487	14.5	34:1	86	7.0	12:1	401	7.5
Spanish	39	22,540	892.5	25:1	19961	752.1	27:1	2579	140.4
Vietnamese	9	1,358	47.9	28:1	1215	48.0	25:1	143	-0.1
TOTAL	118	36,427	1392.5	26:1	31784			4643	

Figure 6.2 compares student/teacher ratios, FY89 and FY90, for the eight largest language groups served by TBE.

Figure 6-2
Transitional Bilingual Education Students per Bilingual Teacher
(8 Largest Language Groups)



Teacher Preparation

The report on certification status provided by the LEAs showed 2,258.9 FTE staff working with TBE students. Table 6.3 describes the certification status of these staff members.[5]

The proportion of certified teachers has increased.

While FY89 reports indicated 31% of staff were on waiver, that figure has decreased to 28% of staff on waiver in FY90. Further, while 60% of bilingual teachers were certified in FY89, the proportion has increased to 67% of bilingual teachers certified in FY90.

Table 6-3
Certification Status of Transitional Bilingual Education Staff By Language

C = Certified			W = On Waiver		G = Grandfathered		
	Bilingual Teacher		ESL Teacher			School Psych	
Language	C	W	C	W	G	C	W
Arabic	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Armenian	2.0	0.0	2.0	0.0	0.0	0.0	0.0
Cape Verdean	45.0	15.0	1.0	1.0	0.0	0.0	0.0
Chinese	44.0	12.5	16.0	3.0	8.6	0.0	0.0
Greek	15.0	0.0	1.0	0.0	1.5	0.0	0.0
Haitian	35.0	25.0	16.0	4.0	6.0	2.0	0.0
Hebrew	1.0	3.0	1.0	0.0	1.0	0.0	0.0
Hindi	1.0	0.0	0.0	0.0	0.0	0.0	0.0
Italian	5.0	0.0	2.0	0.0	1.0	0.0	0.0
Japanese	0.0	2.0	1.0	1.0	1.0	0.0	0.0
Khmer	7.0	83.0	9.0	4.0	38.5	0.0	0.0
Korean	1.0	0.0	0.0	0.0	0.0	0.0	0.0
Laotian	4.0	8.0	0.0	1.5	2.0	0.0	0.0
Polish	0.0	1.0	0.0	0.0	0.0	0.0	0.0
Portuguese	121.9	10.0	4.5	0.0	27.5	4.5	0.0
Russian	0.0	16.0	5.5	0.0	6.0	0.0	0.0
Spanish	604.7	250.0	110.8	38.0	141.0	21.4	5.0
Vietnamese	0.0	23.0	7.0	1.5	4.5	0.0	0.0
TOTAL	**907.6**	**448.6**	**176.8**	**54.0**	**238.6**	**27.9**	**5.0**

[5] Again, there is a discrepancy in some districts' reported figures when compared to the numbers provided under the category, "Staffing by Language Group."

Table 6-3 (con't)
Certification Status of Transitional Bilingual Education Staff By Language

C = Certified	W = On Waiver				
	Guidance Counselor		Special Education Bilingual Teacher		
Language	C	W	C	W	Total
Arabic	1.0	0.0	1.0	0.0	2.1
Armenian	0.0	0.0	0.0	0.0	4.0
Cape Verdean	2.0	1.0	2.0	5.0	72.0
Chinese	5.0	0.6	2.0	1.0	92.7
Greek	0.0	0.0	1.0	0.0	18.5
Haitian	2.0	2.0	3.0	3.0	98.0
Hebrew	0.0	0.0	0.0	0.0	6.0
Hindi	0.0	0.0	0.0	0.0	1.0
Italian	0.0	0.0	0.0	0.0	8.0
Japanese	0.0	0.0	0.0	0.0	5.0
Khmer	2.0	0.0	1.0	2.0	146.5
Korean	0.0	0.0	0.0	0.0	1.0
Laotian	0.0	0.0	0.0	0.0	15.5
Polish	0.0	0.0	0.0	0.0	1.0
Portuguese	17.0	0.0	18.5	1.0	204.9
Russian	0.0	0.0	0.0	0.0	27.5
Spanish	68.0	10.0	146.3	98.0	1493.2
Vietnamese	0.0	1.0	2.0	2.0	62.0
TOTAL	**97.0**	**14.6**	**176.8**	**112.0**	**2258.9**

VII. Comments

The information collected through the TBE Annual Report and compiled in this document suggests a number of further questions to be addressed. Some of these areas of study are briefly described below.

Breaking out the reported information by grade level would provide significant informtion in a number of areas:

- TBE drop out rates could be compiled on the basis of 9-12 student enrollment. The figures could then be compared to statewide drop out rates and to mainstream drop out rates in those LEAs which offer TBE programs.

- Information on those grade levels which serve the most TBE students could be used in planning training activities and in the allocation of resources and technical assistance.

- Staffing requirements by grade level could inform teacher training programs.

At this time, we have little or no information on TBE students who have successfully exited TBE programs. This data could be used to address a number of pertinent questions:

- What proportion of former TBE students are successful in mainstream classes? What percent of these students graduate? What drop out rate do they experience? How does the success of these

students compare to native born mainstream students?...to LEP students who have not successfully completed TBE programs?

- How many of the former TBE students continue their education after graduating from high school?

- How many of these students require special education services? What level of services do they require? Does longer participation in TBE reduce the probability of participation in special education?

Why is there such a wide discrepancy in the percent of native language instruction between districts? Is this discrepancy reflected in the students' English language development?..in their academic development?

What kinds of situations are reflected in the numbers of students reported as "Withdrawn for reasons of behavior?" Are these students withdrawn from TBE or from the school completely? Have they been suspended?.. expelled?

What efforts are being made to follow up on those students who have withdrawn from TBE for reason of "Unknown/Other?" How is it that 40% of students withdrawing from TBE fall into this category?

Is the increase in drop outs at the eighth year of TBE a statistically insignificant occurance or does it indicate a need to assess the adequacy of the program being offered to these students?

Responding to some of these questions will require a considerable increase in the resources expended in data collection and analysis. Further, this list is far from complete. Nevertheless, improved information could have a positive impact on the design and delivery of services to TBE students.

Massachusetts School Districts That Provided Transitional Bilingual Education Programs During FY90

- Amherst
- Amherst-Pelham Regional
- Attleboro
- Allston
- Brockton
- Brookline
- Cambridge
- Chelsea
- Chicopee
- Clinton
- Fall River
- Fitchburg
- Framingham
- Greater Lawrence Regional Vocational Technical School
- Greater Lowell Regional Vocational Technical School
- Greater New Bedford Regional
- Haverhill
- Holyoke
- Hudson
- Lawrence
- Leominster
- Lexington
- Lowell
- Ludlow
- Lynn
- Malden
- Marlborough
- Medford
- Methuen
- Milford
- New Bedford
- Newton
- Northampton
- Peabody
- Quincy
- Randolph
- Revere
- Salem
- Scituate
- Somerville
- Southbridge
- South Middlesex
- Springfield
- Stoughton
- Taunton
- Waltham
- Watertown
- Westfield
- West Springfield
- Worcester